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Better international relationships through the teaching of Geography

BETTER INTERNATIONAL RELATIONSHIPS THROUGH THE TEACHING OF GEOGRAPHY

A THESIS PRESENTED FOR THE
DEGREE OF MASTER OF EDUCATION
by

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BOSTON UNIVERSITY
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INTRODUCTION

Ever since the World War the United States has become more engrossed in its relations with other nations of the world. The citizens themselves are realizing this more and more, and as a result an increasing interest is being manifested in all movements with an international aspect. This is clearly evident, for never in the history of the press have so many articles or books appeared stating opinions on world-mindedness. It might be well, though, to indicate here some of the major reasons for this trend of thought.

The people of the United States are fast becoming tax-minded. They are closely examining the causes of the tax situation in our country. As a result, people are better informed on the appropriations made for the defense of our country. The cost of past wars and the burdens they have brought on the citizens today are carefully being studied with the result that the citizens are seriously concerned over the situation.

Our foreign debts is another problem in which the American people are intensely interested. We will find in glaring headlines in all our daily papers statements concerning conferences over this question. The people are carefully studying this situation and trying to form right opinions and attitudes that will be of the greatest benefit to the world.

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As a consequence of these many problems, we find associations being formed, leagues being organized, and societies meeting for the purpose of serving peace, creating international consciousness, and the bringing about of better trade relations. These, indeed, are powerful influences in the education of the American public toward better international relations.

International relations are of far greater importance now than ever before, and every indication points to an increasing importance. Also the people of the United States are becoming world-minded and are showing an increased interest in international affairs.

It is a reasonable supposition that as the children are taught so the next generation will become, and therefore education must play an important part in salvaging such elements of the old civilization as can be built into the new in developing right attitudes on the part of the public, and in acquainting the people of one country with the aim, ideals, and virtues of other peoples and their contributions to the welfare of humanity to such an extent that mutual respect and appreciation may be developed.

If this is done it must come through the schools; the children of today are the children of destiny and will be called upon to solve many of the problems which the present generation has left unsolved and to untangle many of the difficulties in which the world is today involved.

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The problem is, are we training and equipping the future citizens of the United States with a knowledge that will aid them in their future relations with other countries? Are we giving the time necessary for such training? It is reported by William G. Carr in "Education for World Citizenship" that Dr. Goerge S. Counts, in 1926, made a study of the senior high school curricula of fifteen cities in which he found that an average of eleven percent of the total recitation time was devoted to social studies. Of this social study time, zero to thirty-nine percent was devoted to a study of the world. On the average, about one-half of one percent of the school time was devoted to the world at large.[1] We no longer can isolate ourselves and leave this problem to others. We must meet the new requirements.

The aim of this study, therefore, is to show that through the medium of geography, properly exercised, certain benefits will materialize that will enable our future citizens to take a more intelligent and effective part in this world's evolving society.

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RELATIONSHIPS DERIVED FROM GEOGRAPHIC ENVIRONMENT

It is generally conceded that the greatest product of the earth's surface is man. This does not mean that he has sprung from her dust but rather the composition and movements of the earth constantly influence his life. Nature has provided many forces and materials which determine how he shall live. Even from the earliest day of man's existence on earth these great forces have determined man's dwelling place as well as his activities and mode of living. The kinds of plants and animals that exist, the kind of food he eats, the clothes he wears, the type of house in which he lives. the work he does, the methods of navigation, his health, the games he plays: in fact practically everything he does depends upon his environment. It directs his thoughts and confronts him with difficulties and at the same time offers a solution to his problems.

Man cannot be studied apart from the ground which he tills, or the lands over which he travels. Man's relations to his environment are more numerous and complex than those of any plant or animal. Investigations have been limited to the race, the cultural development, the country, or variety of geographic conditions. Hence, the results from these various investigations have failed to be satisfactory because the geographic factors have not been analyzed thoroughly. Man has been so engrossed in the economic forces that overcome nature for the attainment of the "dollar" that he has overlooked the persistence of nature in her influence over man. This has

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resulted in a silent battle between the two and as a result human progress has been seriously retarded.

Let us view a few of the relationships of geography as they have directly influenced man in his community, national and international life. Every family, village, city, state, or nation is directly related to its land. People cannot be studied alone, and likewise land cannot be comprehended unless studied from the standpoint of its influence upon its people. Human activities are fully understood only in relation to the geographic conditions affecting them in the various parts of the world. Communication, transportation, industrial and agricultural development of any particular region cannot be studied in their entirety unless the facts are drawn from all parts of the world and interpreted in the light of the conditions whence they sprang.

GEOGRAPHICAL LOCATION

The most important geographical fact in the history of a country or people is its location. We hear a great deal today about Russia and her vast resources, but this fades into the background before her location on the border of Asia. A study of Russia's history reveals that most of her trouble has been with Asiatics. Even at present she is seriously concerned with conditions in the Far East. The position of Russia on the outskirts of Europe prevents her from enjoying the development of the European countries while the influences emanating

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from her Asiatic neighbors hamper her progress. Her location has limited her possibilities so greatly that her vast area and resources cannot outweigh them.

Location may mean a great area or a single spot. No one thinks of size when mention is made of Boston or Massachusetts, of London or India, of Panama or Gibraltar, yet from these locations, influences may develop that will have profound effect upon the world.

People have a two-fold location, one based upon territory and the other on surroundings. The stronger the natural location the more independent is the people and the more strongly marked is the national character. Switzerland for example shows this clearly. England is exemplifying this at present in the manner in which she is overcoming the crisis to which the island people have been subjected. The stronger the surrounding location, the more dependent a country upon these surroundings, but a country can also exert powerful influences upon neighboring territories, such as France has been doing with Germany in continental Europe since the World War.

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GEOGRAPHICAL AREA

The relation of life to the earth's area is a fundamental question of geography. The area of 199,000,000 square miles of the earth's surface is the home of man. Its surface fixes the limits of his dwelling-place, the range of his voyages and migrations, and the distribution of life on which he must depend. The rise and fall, the success, the failure of nation and man depend to a great extent upon their relation to area. The larger the area occupied by a race or people, the surer the guarantee of racial and national permanence.

GEOGRAPHICAL BOUNDARIES

Boundaries have a particular relation to man in that nature has provided difficulties in them for his solution. All the forces of nature are constantly working against fixed boundary lines. Coast lines, rivers, ice or snow lines, and limits of vegetation are constantly changing because of the process of erosion.

Of all types of boundaries the most important is that between land and sea. Both influence each other to a remarkable degree. Boundaries are the gateways for the development of the spread of human expansion, the outlet for exploration, colonization and trade, the transmission of ideas from one source to another.

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New England is a very good example of how a good coastline has greatly aided in the economic development of a particular region. Early in its history it became the middleman in the commercial exchanges of the tropical products of the West Indies, the tobacco of Virginia, and the wheat of Maryland for the manufactured wares of England and the fish of Newfoundland.

RELATION OF WATER TO MAN

Water is one of the most important geographic relationships to man, whether it appears as an ocean, sea, river, lake, spring, or in the form of atmospheric moisture. Water is indeed, more than precious metals, the economic wealth of man. Not a house or human shelter has been built without some attention being given to the water supply. All raising of animals is based on water; even the camels of the Sahara as well as the cattle of the Pampa must have their thirst quenched. As for cultivation, water is of the greatest importance.

A very distinctive fact of water is the relations it has established with regard to navigation. Water routes have been a unifying factor in history from the day of the primitive man until the present. The water area of the world has been and will continue to be the highway of the world.

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The geographer who is studying the relationships of geography and man always looks to see what reliefs are present and how they are distributed. Plains, steppes, deserts and mountains all aid in the conditioning of life in the world.

Lowlands lend themselves to great commercial and political importance. The uniformity of life conditions, the similarity of climate, the lack of natural boundary barriers found in lowlands invite or encourage intercourse and trade among our people and the massing together of a homogeneous group. This fusion of habits, customs, and speech makes for a united whole and richly endowed national characteristics, but it retards their possibilities for the assimilation of contrasting environments. These points are both exemplified in the life of the plainsmen of Argentine and the nomads of Arabia.

The most important characteristic of mountains is their effectiveness as barriers to exclude settlers and to prevent the migration of the existing population. The harsh conditions of life on a mountain-side such as inaccessibility of communication and transportation, the infertility of the soil and the harsh climatic conditions make an indelible impression on its settlers.

Lowlands and highlands all have their distinctive advantages and disadvantages. Therefore, each type of environment must be closely studied in showing man's relationships.

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CLIMATE AND ITS INFLUENCE

Another important relationship to man is climate. To have a clear understanding of climatic influences it is necessary to know all the phases of climate. We cannot think that temperature is the only factor of weather and climate. We may have hot or cold climates and hot or cold weather, but we may also have wet or dry climate and wet or dry weather.

There are many factors which must also be considered in determining climate and its influence. One of these is the altitude of the region. Thus a high mountain has a climate and weather unlike that of the valleys on either side of the mountain. Another influence is the presence of large bodies of water. A third factor is the presence of warm or cold ocean currents. Still another is the general movement of the air near the surface of the earth.

The aforementioned relationships have been indirectly concerned with climate, each being influenced by the other.

Undoubtedly, though, climate does modify many actions of man. His capacity for work, his type of temperament, his mental agility, his efficiency as an economic and political agent are direct results of climate.

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the character of man's food, clothing, and dwelling. The habitable area of the earth is conditioned by climate. It is ultimately the greatest and most important influence of his civilization.

The relationships here described are by no means the only relationships affecting the life of man, but to the writer they appear to be the most important. They have been taken up very briefly because the scope of this paper would not permit greater elaboration.

The thought which the writer wishes to convey regarding the relationships of geography and man is best expressed by Ellen Churchill Semple.

> "Man is a product of earth's surface. This means not merely a child of the earth, dust of her dust: but that the earth has mothered him, fed him, set him tasks, directed his thoughts, confronted him with difficulties that have strengthened his body and sharpened his wits, given him his problems of navigation or irrigation, and at the same time whispered hints for their solution. She has entered into his bone and tissue, into his mind and soul. On the mountains she has given him leg muscles of iron to climb the slope; along the coast she has left these weak and flabby, but given him instead vigorous development of chest and arm to handle his paddle or oar. In the river valley she attaches him to the fertile soil, circumscribes his ideas and ambitions by a dull round of calm, exacting duties, narrows his outlook to the cramped horizon of his farm. Upon the wind-swept plateaus, in the boundless stretch of the grasslands, and the waterless tracts of the desert, where he roams with his flocks from pasture to pasture, from oasis to oasis, where life knows much hardship but escapes the grind of drudgery, where the watching of grazing herds gives him leisure for contemplation, and the wide ranging life a big horizon, his ideas take on a certain gigantic simplicity; religion becomes monotheism

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God becomes one, unrivalled like the sand of the desert and the grass of the steppe, stretching on and on without break or change." [1]

RELATIONSHIPS OF GEOGRAPHY TO HISTORY

The question was asked by some one, "Which was there first, geography or history?" The two are as one, each dependent upon the other. History unfolds upon the earth, and historical facts are connected with certain places upon the earth. Geography, to reach accurate conclusions, must take into account the effect of its factors in different historical periods. It must regard historical events as related to geographical factors. Today we are studying geographic facts which will have a direct bearing on the history of tomorrow. This does not mean that all history can be explained by geography. However, certain fundamental geographic conditions, such as the topography of the land, location, area, climate, etc., play such an important part in the development of cities, states, or countries that in studying their history consideration must be given to the geographical surroundings. Likewise, no study of the colonization of countries, of frontier defences, of routes of transportation, methods of communication, or political boundaries can be clearly understood without a geographical map. Historical problems and geographical problems are to a great extent closely related.

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We are living in an internationalized world and are being brought to a closer realization of this every day. The activities in our homes, communities, states, and countries have become so familiar to us that we have taken them for granted, and we have imagined that they come about naturally because of modern improvements. Close scrutiny of this progress will readily show that these conditions do not come by our own activities alone, but that the activities of people in other countries are aiding in their development. Likewise, our actions will affect the conditions of people in other lands.

Also, it must be realized that controversial issues do arise between nations. International conflicts are continually developing in the world. We must face the facts and face them squarely. What are the conditions which cause these disturbances and differences of opinion? We have only to look back to the difficulties and disputes which arose during the Peace Conference following the World War. Boundary and territorial revisions meant life or death to the nations involved. The natural resources contained therein, and the industrial cities of the contested areas meant economic prosperity or ruin. The quarrels chiefly concerned territorial revisions, but the fact remains that they were fighting because of the effect it would have upon human beings.

At the present time, the economic crisis which the United States is passing through has a direct geographical bearing.

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From the rock-ribbed coast of Maine to the sunny shores of the Florida coast; from the iron regions of Wisconsin to the coal fields of Pennsylvania; from the wheat fields of Kansas to the cotton fields of Alabama; from the industrial Massachusetts to the filmland of California, we hear pleas from the President of the United States, the governors of the states, and even the average working man for co-operation in bringing about an extensive exchange of products.

The present economic crisis in our country can be clearly traced to many geographic factors. Our governmental experts are trying to determine these factors and methods for conditioning them so that human progress will be furthered. By no means can we say that the conditions existing are entirely due to man's natural environment, but the fact remains that the complexity of the relationships do require a study of geography at the present time, and the future historian will record it as a major problem of our times.

This idea of the relationships existing between geography and history may be further explained by a specific example of how geographic investigation and explanation will throw light upon the destinies of human groups, the interests which divide them, their struggles with each other, and sometimes even the compelling motives which turn their will in a definite direction.

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THE GEOGRAPHY OF THE CIVIL WAR

"Civilization is at bottom an economic fact, at top an ethical fact. The factors which form ethical standards are due to the economic conditions which in turn are determined by the geographic environment. The question of slavery in the United States was primarily a question of geography. Back of New England's passionate abolition movement was granite soil, boulder-strewn fields, and a cold, harsh, but bracing climate that was distinctly unfit for the slave industry; back of the South's long fight for the maintenance of slavery were the rich plantations of Virginia and the fertile lands of the lower Mississippi which were favorable for the slave industry.

The rapid territorial expansion necessary in the South, due to rapid exhaustion of the soil by the extensive agriculture characteristic of the slave industry, and stimulated by the increased demand for cotton which followed the invention of the spinning-jenny, led the South to a struggle for political powers to gain their ends. This extensive area gave them control of the United States Senate, but the denser population of the northern states gave them control in the House. Many political movements from then on were for the purpose of gaining further control. In these maneuvers, geographical conditions played a conspicuous part. The Ohio River became an extension of the original Mason and Dixon line. The territory acquired by the Mexican War in 1850 offered many possibilities but geographic factors entered and settled the question. The climate and soil were unsuitable for plantations, therefore southern enthusiasts could not expand in this territory.

Lack of intercourse between the North and South accentuated the sectional feeling. The railroad lines, and the three river routes all ran east and west which prevented an assimilation of the two regions.

The topography of the land played its part. The natural antagonism between upland and lowland was apparent. West Virginia with its mountainous region split off from its parent state. The upland regions of the South up to the last minute were against disunion, and finally were forced into the hostilities.

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Almost every movement and counter-movement of the Federal and Confederate armies were controlled largely by the three

elements of bay, river, and mountain valley. History today tells us of the names of the Federal armies, the "Army of the Potomac", "Army of the James", "Army of the Cumberland", and "Army of the Tennessee". The Civil War is characterized by the number of battles fought by combined land and naval forces. Gunboat and infantry charge united in all the great operations along the Cumberland, Tennessee, Mississippi, Arkansas and Red Rivers.

The success of the Federal side meant the preservation of the large political territory, and made it possible for the increasing of territory; the minimizing of political boundaries, extending the area of fraternal feeling, and lessening the artificial barriers to commercial and social intercourse." [1]

A study of Miss Semple's "American History and its Geographic Conditions", from which the above example is taken, reveals how the whole history of the colonization and expansion of the United States is based upon the great geographic factors - the rivers, mountains, climate, area, and deserts.

It must be conceded that geographic factors do aid in conditioning the destinies of human groups by giving them different interests and motives for directing their will.

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THE ADJUSTMENT OF MAN TO HIS RELATIONSHIPS

This study so far has tried to reveal the many relationships existing between the earth's surface and man. It is apparent that this "science of relationships", this study of the mutual relation between man and his natural environment are dominant factors in life. Let us then turn to a study of how people have adapted and adjusted themselves to their relationships in a few specific regions of the world.

ENGLAND'S VALES

The landscape of the Vales of England today is an expression of man's adaptation of nature in a higly specialized form. Here man has battled all the elements of nature and has adapted himself to them to the extent that he has won for himself a highly prosperous and beneficial home.

Between the mountainous area and the series of low ridges in the southeastern area of England lie its great vales. These vales are mostly grasslands, but in some instances you will find land under the plow or devoted to orchards. These are, however, exceptions, for most of the land is utilized as pasture. In the grasslands the villages are small. Small farms and houses are dotted about between the villages. These are the dwellings of the farmers and herdsmen who look after the cattle and sheep. The houses are widely scattered in the grassland

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which is in sharp contrast to those of the highly tilled country. Every farmer's land is divided from his neighbors' by trim, well-kept hedges, very different from the wire or wooden fencing of America.

These grasslands of England are due to the absence of long, hot, dry summers and to the extremely mild winters, while the soil has a water-holding capacity which keeps the grass green throughout the entire year.

England being primarily an industrial country, the land which is available for agriculture must be utilized to its fullest extent to share in the home market. The grassland is a perennial resource which does not become exhausted as does land under grain crops, nor worked out as do areas from which minerals are obtained, so that much of the arable land is gradually being replaced by seeding down the land to grass. Scientific efforts through modern methods are increasing its yield. The development of better types of grass, the application of fertilizers, and simple harrowing are all aiding. In this way they are stimulating their development and adapting themselves to their environment.

Being close to some of the great city markets of England, where there is much demand for fresh fruit and vegetables besides the meat and dairy products, the farmers have planted orchards of plums, apples, apricots, and pears. And since the

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land is so fertile and every available space must be used to produce something, truck crops such as potatoes, beets, carrots, and turnips are grown in between the rows of fruit trees.

Another striking feature of their adaptability to their surroundings is the effort the people living in the vales have maintained in reclaiming areas of land which appeared worthless. Much of the territory in the vales was marshes, but by the use of dikes, canals, and pumps the land has been turned into rich agricultural fields. This has required great skill, and as a result a high degree of intelligence among the people has developed.

The work of a grassland farmer being primarily with cattle gives him much spare time during the winter months. What does he do with his leisure time? Most of it is spent in the form of hunting or the social functions which feature the results of their hunting trips. Hunting foxes with hounds is a characteristic of English life around the vales.

The vales of England in many instances have unfavorable natural surroundings, but man has conquered these difficulties. The well-stocked farms, the prosperous homesteads, the modern machinery, the delightful social life all bear evidence of the adjustment of man to his geographic relationships.

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CANADIAN TEMPERATE FORESTS

In contrast to the life of the English farmer we shall view the region of the Canadian temperate forests. Most of this vast, empty land is covered with gloomy evergreen forests. The thick, low-branching trees and bushes cover the earth and line the river banks. There are no roads. To travel by land is very difficult. There man travels by canoe on the streams in summer and by dog team over the ice in winter. It is so lonely there that people sometime wish so much to hear the human voice they begin to talk to themselves. The white man has let it remain the home of the Indian and goes there only to hunt, to trade, or to seek minerals.

Among the simple primitive occupations of these people who live in the forest are hunting and fishing. In the temperate forests where the winters are very cold, the animals are clothed in thick, beautiful furs which are of great commercial value. The native Indians penetrate into the gloomy depths to trap these animals. While the men are away on these hunting expeditions the women and children do some fishing.

The trees of the forest supply the people with their sturdy homes built of huge timbers. Their means of travel are "dugouts" which are boats made by digging out the inner portions of large logs.

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The people who live in this region of extremely cold winters need the warmth of furs, and this demand has led to the development of trapping which is today a major industry in their life.

Trappers must be well schooled in the arts of woodcraft, for sometimes it is necessary for them to build a campfire in the depths of the forest with nothing but wet wood for fuel, or they may be obliged to build a temporary hut.

The natives obtain most of their food from the streams and forests, meat and fish being their staple foods. Some of them, however, have small gardens in clearings in which they raise some fresh vegetables during the short summer period. The many hours of summer sunshine during the day in this region aid in the rapid growth of plants and give fine quality to some vegetable and berry crops.

These natives have taken advantage of their hunting and fishing grounds by advertizing the regions as great vacation lands. Many people as a result are visiting the region to enjoy the sports. The natives act as guides and consequently benefit financially.

Since 1930 many romantic tales have been coming from this country. It has been thought for years that the land probably contained valuable minerals, but it was considered impossible to penetrate into the region until the airplane became a means

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The airplane is a factor which distinguished new explorations. Men have waited for centuries to begin their exploitation of the top of our continent because of the harshness of the climate and impenetrability of the forests. Now, by means of the airplane, something may occur in the space of a few years that has taken centuries in other continents to develop.[1]

KIRGHIZ STEPPE NOMADIC LIFE

Let us take another simple example of the adjustment of man to his environment, the region about the shores of the Caspian and Aral Seas in Asia. This grass-covered lowland is one of the largest grazing regions in the world. It receives less than ten inches of rain each year. The summer temperature may rise as high as a hundred degrees Fahrenheit, but the winters are so cold that the ground freezes. When the spring comes, however, the ground soon thaws and the grasses come up very quickly. Then the summer sun turns everything brown and by autumn the landscape is a grayish yellow with nothing green in sight.

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These nomads follow prearranged routes through certain lands in a very systematic and orderly manner. It is necessary that they lead a systematic life on account of their flocks.

The order of march of a pastoral group across the steppes in search of new pastures is as follows: First the horsemen go on ahead. The main body of horses, cows, camels, sheep, and goats follows. Next come the animals that have been selected to carry the camp outfits. And last of all come the women and children. Men, women, and children usually travel on horseback, but some ride on camels. At noon they halt for a short rest, but they are soon on their way again. At night the tents are pitched,and the animals are milked before the evening meal is prepared.

These nomads live in tents the year around. The tent protects them from the hot sun during the day and from the winds at night. It also is adaptable to their movement from place to place.

They must plan their movements to protect their stock. Where the grass is very scarce and it is necessary to make the best use of it, the nomads allow the horses to graze first, then the cattle, then the sheep, and finally the goats. Horses and cattle do not graze the remaining part so low down on the stem as do sheep and goats. When the sheep and goats have finished, there is little left. Then the whole party must move on, the horses always grazing in advance of the other animals.

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Steppe region, the nomads must plan their routes of travel carefully. Many of the streams from the mountain sides sink into the sands at the base of the mountains and reappear in depressions in the form of springs. In crossing these lands it is necessary sometimes for the nomads to dig wells. As the summer approaches they must move nearer the mountain regions.

As winter comes on they seek the wooded land at the margins of the steppes and here build houses of cloth with a wooden framework. Here they live, each family crowded into one large room.

The Kirghiz Steppe region is a type of land which calls for great physical endurance and bravery. The nomads have to withstand the rigors of severe winter cold and the wind storms of the open grasslands. It has given them a freedom of life which few other types of people enjoy.

In summarizing these few examples of how people have adjusted their ways of living to the kind of country in which they live, it might be said that interrelations do exist between man and his natural environment in specific regions. Throughout this study it is recognized that

> "Man is adding to the usefulness of the earth and completing the building by digging canals to float his commerce, draining swamps for new pastures, irrigating deserts for new fields, cultivating new varieties of plants, creating under the laws established new and useful things and adding to the

comfort and pleasure of the race."[1]

All of this material gives an understanding of how the varied problems of peoples are related to the differences in natural environment; a sense of the economic and cultural interdependence of regions and peoples; an understanding of the value of natural resources and a need for the right use of them; and a recognition of the types of labor in regions due to man's adjustment to his natural relationships.

THE NEW CONCEPTION OF GEOGRAPHY

Modern geography is one of the newest subjects in our curriculum which has not been condemned as a "fad" or a "frill". It was as recent as 1904 that the Association of American Geographers was organized who in turn formulated the modern conception of geography. The agreement they reached and which most geographers in the United States have accepted is that geography is a study of the relationship between life and earth. This idea is in direct contrast to the older conception of geography.

In the beginning geography was not much more than topography. About the only help it gave was aiding the mariner to keep his course or the historian to write down his ideas. Later it became a study of the earth with emphasis placed on earth and

1 Augustus O. Thomas, International Understanding through the Teaching of Geography, Education 52; January 1932, p. 251

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earth forms rather than the relationship between the earth forms and life. This conception of geography, "the study of the earth", with its emphasis upon physical features, boundaries, area, location, etc., proved very inadequate. New thought again entered into the study of geography, and as a result the earth began to be considered as the home of man. This new conception led to a study of commercial and industrial geography which in turn developed into a study of relationships. Today geography is a scientific study of the relationships between man and earth or an interpretation of man and his environment which is the accepted idea of geographers throughout the world.

Willy Viehweg, a German, in writing about the modern conception of geography in Germany, states:

> "From the point of view of educational value, German geography, including geography as it is taught in the schools, has adopted the generally recognized standpoint of Von Richtofen and A. Philippson. Von Richtofen says, 'Geography is the science of the earth's surface and of phenomena which stand in causal relationships to it.', and Philippson maintains that 'the peculiar province of geography is to represent the interdependency of all the phenomena of a given region including man and his works. The copingtone of the whole educational structure of geography is the geography of man'".[1]

Jean Brunhes, Professor of Human Geography in the College de France, maintains that the object of geography is the study of the relations between human activity and the phenomena of physical geography when he says:

> "Modern geography aims at the comparison and classification of phenomena, and at their explanation in

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It has the double purpose of observing, classifying, and explaining the direct effects of the acting forces and the complex effects of these forces working together." [1]

The writings of many geographers in our own country at present show clearly that they too are in accord in regard to present day geography. C. C. Huntington and Fred A. Carlson say,

"Geography may be defined as the science which studies the reciprocal relations between man and his environment."[2]

Augustus O. Thomas in an article, "International Understanding through the Teaching of Geography writes:

"To study this house in which man lives, his life within it and the use he makes of it, may be called geography." [3]

C. B. Moore and L. A. Wilcox in the "Teaching of Geography" say:

"Geography is no longer merely a description of the earth, but an ever-changing study of the relationships between human life and natural environment."[4]

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2 C. C. Huntington and Carlson, Fred A., Environmental Basis of Social Geography, p. 5
3 Augustus A. Thomas, International Understanding through the Teaching of Geography, Education, January 1932, Vol.52, p.251
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It is tersely expressed in the Pennsylvania State Course of Study as follows:

> "Geography is a scientific study of relationships between man and earth which involves certain definite facts and principles."....."It must deal with the world as communities of workers whose activities are explained in terms of natural or geographic factors of their environments and in terms of the concrete evidence of co-operation and mutual helpfulness existing between these workers in the various environments of the world."[1]

J. Russell Smith, Professor of Geography at Columbia University and author of textbooks for elementary schools, in "Human Geography" states:

> "All educators now agree that geography in the elementary schools should be the study of the earth as the home of man." [2]

GEOGRAPHY, A VAST SUBJECT

A study of the present day definition reveals that the subject is of great extent. It takes into account a great variety of elements which in turn are directly related to other sciences. No true conception of the relationships between man and life can be clearly revealed unless material from these other sciences is included. The author of a geography book or the teacher of a class in geography soon realizes this in his work. Let us consider a geographical location. This will immediately recall a number of related characteristics such as, area, boundaries, relief of the land, which again bring up questions about mountains, plains, plateaus, etc. Then there are the characteristics

1 Pennsylvania State Course of Study, p. 265.
2 J. Russell Smith, Human Geography, p.iii

It is tersely expressed in the Pennsylvania State Course of Study as follows:

> "Geography is a scientific study of relationships between man and earth which involves certain definite facts and principles."....."It must deal with the world as commonwealths of workers whose activities are explained in terms of natural or geographic factors of their environments and in terms of the concrete evidence of co-operation and mutual helpfulness existing between these workers in the various environments of the world."[1]

J. Russell Smith, Professor of Geography at Columbia University and author of textbooks for elementary schools, in "Human Geography" states:

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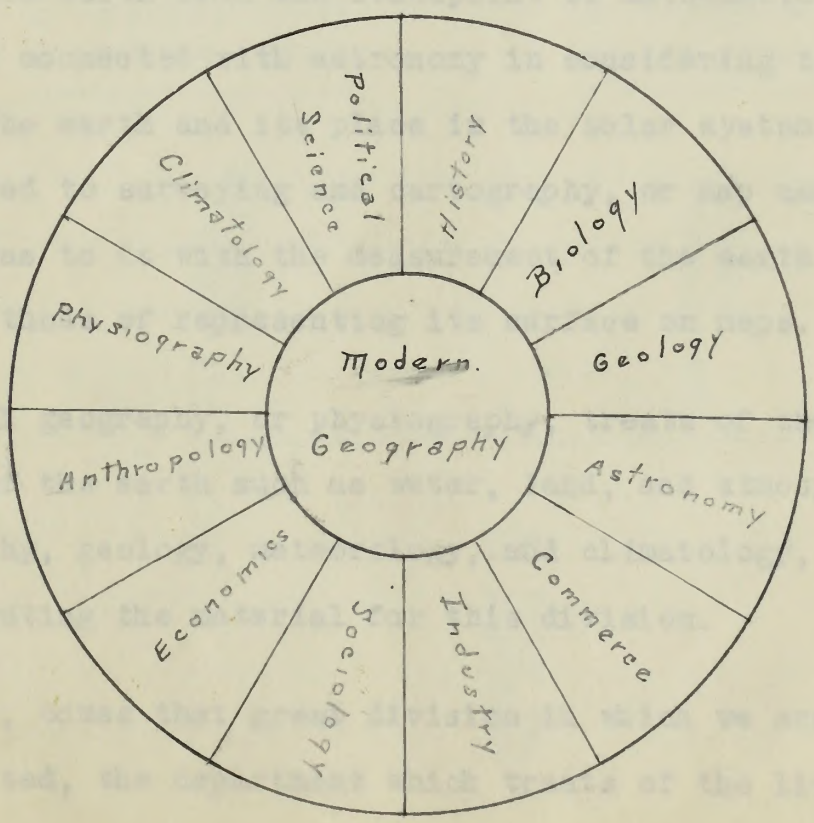
of water supply and climate. The geographer will start to tell about a political section. This will lead to a discussion of natural regions. Then he is faced with such factors as rainfall, temperature, drainage systems, mineral deposits, basic industries, domestic and foreign trade, avenues of transportation, and man's adaptability and modification of his natural environment. There seems no end to the factors that are essential for a clear picture of the section to be studied. As soon as one factor is being presented, other elements are certain to come forward in the mind and seem necessary for elaboration. Geography, therefore, to give a clear understanding of the earth as the home of man must use material from various other social sciences. The accompanying diagram shows clearly this relation of geography to its various elements and the vastness of its subject matter.



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One might go on for pages, merely suggesting some of the myriad elements with which the study of geography must deal while giving a description and explanation of the earth as the home of man. There must be some classification in order to obtain a satisfactory and adequate basisfor its study. Its vast subject matter naturally falls into several main divisions, which are variously classified. The simplest division is into mathematical geography physical geography, bio-geography, or the geography of living things. A much more elaborate classification of geography is given by C. C. Huntington and F. A. Carlson in "Environmental Basis for Social Geography", and which is presented on the following page. (Page 31)

Mathematical geography treats of the size, form, and movements of the earth from the standpoint of mathematics. It is closely connected with astronomy in considering the movements of the earth and its place in the solar system. It is also related to surveying and cartography, or map making, since it has to do with the measurement of the earth and the various methods of representing its surface on maps.

Physical geography, or physiography, treats of the physical features of the earth such as water, land, and atmosphere. Oceanography, geology, meteorology, and climatology, all aid in contributing the material for this division.

Finally, comes that great division in which we are particularly interested, the department which treats of the living things that dwell on the earth which culminates in the geography of man.

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CLASSIFICATION OF GEOGRAPHY

	MAIN DIVISION	SUBDIVISIONS	THE TWO GROUPS OF FACTORS GEOGRAPHICALLY RELATED
			Man's Distribution and Activities
GEOGRAPHY IS THE STUDY OF -	(A) SOCIAL GEOGRAPHY	1 Racial Geography	1 Types, races and stocks of people
		2 Linguistic "	2 Languages of mankind
		3 Religious "	3 Religions of the world
		4 Economic "	4 Ways of making a living
		5 Political "	5 Nations, states, cities, other political activities
		6 Military "	6 Wars, military operations
		7 Historical "	7 Events of history
		8 Geography of Civilization	8 Health, energy, progress
			Reciprocal Relations Between
			Environmental Factors
	(B) PHYSICAL GEOGRAPHY	1 Mathematical Geography	1 Location (size, form, distance, etc.)
		2 Geography of Climate	2 Weather, climate (atmosphere
		3 Geography of Land	3 Topography, soils, minerals,
		4 Geography of Water	4 Oceans, seas, inland waters
		5 Plant Geography	5 Plant life
		6 Animal Geography	6 Animal Life

From C. C. Huntington and Carlson, Fred A., Environmental Basis of Social Geography, p. 15.

	GEOGRAPHY (B) PHYSICAL	1 Morphometry 2 Geography of time 3 Geography of climate 4 Geography of water 5 Geography of land 6 Geography of plants 7 Geography of animal life
	GEOGRAPHY (A) SOCIAL	1 Social Geography 2 Linguistic " 3 Religious " 4 Economic " 5 Political " 6 Military " 7 Historical " 8 Geography of Civilization

MAIN DIVISION — SUBDIVISIONS — VARIATIONS

1 Human Geography
2 Plant life
3 Animal life
4 Consumer's goods including markets
5 Photographs, aerial, topographic, etc.
6 Personal, climate (barometers, thermometers, etc.)
7 Population (size, form, distribution, etc.)

ENVIRONMENTAL FACTORS

RELATIONSHIPS BETWEEN ENVIRONMENT AND GEOGRAPHY

1 Human, animal, vegetal problems
2 Effect of climate on plants
3 Man's military operations under political variations
4 Effects of water on health & trade
5 Relations of the world to the sun
6 Influence of weather on health of people
7 Other forms and shapes

THE STUDY OF GEOGRAPHY IS TO YOUR ENT

DIVERSIFICATION OF GEOGRAPHY TO MOTIVATE AND CONTROL THE ENVIRONMENT BY A DATA MONITORING AND CONTROL BLOG .C. C. MONITORING AND CONTROL BLOG .A. ENVIRONMENT BASIS OF

All other branches of geographic study are subordinate to human geography as it is now commonly called. It is the crowning achievement in the present curriculum for furnishing a real foundation for the appreciation of the many social and political problems which the world must face today. It has taken the place of the old catechism method and substituted a kind of geography which suggests problems of the lives, occupations, hopes and fears, loves and hates of the people who dwell in this world of ours. It is vital, it is teeming with interest, it stimulates thinking, it catches and holds the imagination. One of the greatest possibilities the school has today is the molding of an appreciation and sympathetic understanding of the life and problems of the people of other nations. Geography is one of the aids in making every boy and girl a "citizen of the world" with power to promote international understanding and good-will.

The American schools are expected and anxious to bring about more tolerant understandings which the political and social conditions demand in the world today. It is the effort of this study to show one of the methods being employed in the schools that will materially aid in the development of internationally-minded citizens.

All branches of study are not equally well adapted to the promotion of international understanding. Every branch of study does contribute in some way, but geography lends itself so well to such an objective that it must be considered of vital importance. It enjoys constant and direct opportunity of serving the good of international understanding.

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OBJECTIVES IN THE TEACHING OF GEOGRAPHY TOWARD BETTER INTERNATIONAL UNDERSTANDING

Education, in order to be effective, must have its aims and objectives. In educational endeavors, just as in the pursuits of life it is necessary to have a goal which may be necessarily beyond reach, but as we work toward the fulfilment of the goal many benefits will result. One of the prime objectives of education should be the accomplishment of better understandings and good-will among men. The future demands citizens - the boys and girls of today, and men and women of the future - who will have the habits, attitudes, and ideals of an internationalized mind. Therefore, it is necessary to show the objectives of geography that strive to attain the goal of better international good-will and understanding.

Objectives of Geography toward Better International Relationships

It is no easy task to make a satisfactory list of the objectives of geography for better international relationships because of the diversity and vastness of the subject of geography. After a careful study of courses of study, textbooks, and pamphlets, the writer has selected those objectives which appear to be of the greatest importance in showing the trends for better international relationships through the teaching of geography.

1. To emphasize human geography, how people live in different parts of the world, and why they live as they do.

Geography today without the human aspects of life would be

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1. <u>To emphasize human geography, how people live in different parts of the world, and why they live as they do.</u>

Geography today without the human aspects of life would be

worth but very little. People are the most interesting and important things in the world. The story of the world as the home of man is found in the study of geography. Geography is a school subject which contains the essentials necessary for a study of human interests and relationships. The relationships between sciences and geography are closely united, but they are always presented as these sciences affect man, and help him to live in his particular environment.

2. To give accurate, vital facts and broad geographic principles concerning the lives of people all over the world who after all really are neighbors.

The person whom you know you do not hate. When looking for world civic efficiency it is of particular value to give unbiased facts concerning all problems. There are numerous international and national problems that are entirely due to geographic principles. It is of no avail to conceal the fact. This will not aid in a fair and just solution, but squarely facing the facts will materially aid in the settlement of them. The first ingredient of an international outlook is respect for another people, and respect for another people is built on a common understanding. A knowledge of facts will give this understanding and further result in developing among the students a habit of collecting facts before forming opinions.

3. To develop that broad and open-minded, scientific attitude

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of mind whereby the student will weigh the problems placed before him, fairly consider them from all sides, and insist on full information before he arrives at a decision.

Openness of mind and the willingness to examine all available evidence are essential to the solution of the many social and economic problems of our day. A marked characteristic of the people of the United States is pride of opinion. We, therefore, must cultivate in our youth the habit of open-mindedness, of examination of all sides of a question and of sympathetic eagerness to discover the basis of the other person's attitudes and purposes.

4. To bring about an interpretation of geographic knowledge leading to an understanding of how people adapt themselves to the conditions of their geographic environment.

The average life of every individual is but a short span of years. Our passing from the earth is inevitable, and even to the young student this is easily comprehensible. The effort, therefore, is to make the best use of what time on earth we have. It is a stimulating challenge to every individual to make life a joyous enterprise. To the extent that people grasp an understanding of their environment and its true significance their minds are developed to control these factors of environment for the common good of mankind. This success in overcoming obstacles gives to the individual a feeling that it is worthwhile to be alive.

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5. To develop an understanding of the interdependence and responsibilities of peoples all over the world.

During the Napoleonic Wars the first scheme of a self-sufficient state was produced. The desire for self-sufficiency is still evident, but nowadays we know it cannot be achieved. The resources of the world are not evenly distributed, and artificial substitutes do not suffice. No longer is it possible for a country to exist within and unto itself. Two possibilities exist. We can say, "We must rely on an even and regular flow of commerce and adopt international interdependence." or we may say, "Cut all our connections. Rely on our own resources. Live on what we can produce." The latter sounds politically fine - except that it would cause economic disturbances. It is impossible for nations to exist on what they can produce. This fact that foreign trade is essential to the personal welfare and comfort of every man, woman and child in the world should be fully recognized. The realization of this fact will develop a favoring spirit toward foreign trade and prove of practical value to the whole world.

6. To develop a social consciousness and a sympathetic attitude with all mankind.

Somebody has said, "The average man is a speck of intellect drowned in a sea of emotion." When we think of the motives that lie at the bottom of our social behavior, we must agree that it is the emotions that loom large. Most argument, even when serious, is not debating issues but feelings. Psychologists have been teaching us that we are all guided more by feeling than

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by intellect. The social mind or social influence is the interaction of many minds working upon one another so that they arrive at the same conclusions. Therefore, a social consciousness must be developed in order to unite people upon a world point of view. The geography teacher must realize the compelling need for developing right emotionalized attitudes in order to obtain a worthwhile society.

7. To give a knowledge of the problems of transportation and communication that arise in trade relations in supplying man's needs.

Commercial geography has been one of the great achievements in the present-day study of geography. The buying and selling of goods has always been one of the greatest of occupations, and as nations have become so much closer by the various means of trade, transportation, and communication, greater problems have arisen in business, social, and political affairs. There appears to be no limit to the increase in the wants of people, and hence there are no limits to the expansion of commerce throughout the world with its many problems. There must be cultivated an appreciation of the fact that these problems all arise for the betterment of life. For mutual good-will it is necessary for the different peoples to become better acquainted and learn all they can about the problems that exist in supplying man's needs.

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8. To cultivate an enriched cultural background for the development of an appreciation and tolerant understanding of customs.

What other nations do and why they do it should play an interesting part in all geography work. There always exist little different ways of doing things in foreign countries. In order to appreciate the motives that prompt people to do the things they do, an intelligent presentation must be made of what they think and believe - what their background has been.

9. To impart geographic information necessary for the interpretation of current events.

The thought of man has been greatly influenced in the past by the current events of the world. The development of newspapers, books and periodicals has grown tremendously because of the increased interest in local and world events. A great portion of the information imparted is of a geographic nature. Great catastrophes such as earthquakes, volcanic eruptions, tornadoes, and floods are examples. Then again there is the protection of forests, mineral resources, and waterways. Man must be instructed in such information necessary for his own protection. Other events of the world which must be clearly understood for the development of right civic attitudes are those of a social character. The domination of powerful nations over weaker nations should be condemned.

Moving pictures have been a factor in promoting untruthful propaganda about life, particularly that of foreign countries. This has caused much interracial injustice and many emotionalized hatreds which can be overcome only by a knowledge of unbiased

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and true facts.

METHODS OF GIVING STUDENTS AN INTEREST IN FOREIGN COUNTRIES AND AN UNDERSTANDING OF THEIR PEOPLES

How can the schools contribute to bringing about better relationships in the world and an eventual world peace? Statesmen and social leaders are constantly being asked a similar question, but in the last analysis the question comes back to the schools to be answered. By inheritance and traditional faith in education, the schools have been entrusted with the care and development of the right ideals for our civilization. We must not break faith; we must inculcate into the minds of the coming generation the ideals and attitudes necessary for a newer and greater civilization.

What knowledge of the international problems of the present does the average person possess? Of course, we find people who believe in democracy, who practice fair play, who are generous to those in need, and those who denounce the barbarities and inhumanities of warfare. This is not enough, for there still exists in the world a feeling of nationalism among a great mass of unthinking people that is steeped with prejudice and full of selfish passions. These must be controlled. The next generation must be made intelligent in these matters. The youth must be indoctrinated with a greater patriotism, a patriotism that will carry us beyond the confines of nationalism

and from Texas.

to internationalism and larger world responsibilities.

Augustus O. Thomas, Secretary-General of the World Federation of Education Associations, has said,

> "The greatest task which lies ahead of the schools of all lands is that of leading their energies toward the creation of a new order of international friendship, justice and good-will." [1]

We need only to read the current reports of all educational associations to find that the educators of every country realize the need of international friendship and good-will.

Now what can the schools do about it? How can the schools function in order to contribute to the needs?

It must be recognized at the outset that world-minded attitudes and international viewpoints can not be developed or accomplished through a definite period set aside for such purposes. Just as character traits cannot be developed by indicating a certain time for the teaching of them, so it is with the development of international understandings. It is a by-product of every school activity if taught from the proper angle. Every subject taught in the schools lends itself to better international understanding and an internationalized mind which ultimately should make for peace and good-will among the nations. Geography is a subject that is particularly adaptable to such a program of work.

The following pages of this paper will be devoted to methods that can be employed in the teaching of geography with the

[1] M. H. Jones, Educating for World Citizenship, Journal of the National Education Society, May 1932, p. 163.

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Journey Geography

Geography deals with life activities of people all over the world. Personal travel is one of the best methods of obtaining accurate knowledge of such activities. As direct observation is probably one of the most effective manners of acquiring information, we should utilize this method whenever possible. In this way the children come into contact with actual life conditions and activities which will result in more lasting realizations and a far-sighted and independent point of view.

The question will be asked, "Can schools conduct excursions to foreign countries under experienced leaders." It can be answered in the affirmative if we have leaders with enough enthusiasm for the work to be done. In the colleges of our country, we find instructors who take it upon their own initiative to conduct such tours into foreign countries to enjoy the geography of foreign lands and peoples. Furthermore, in European countries we find the School Journey Association which was established for just such a purpose.

Quoting from an article written by G. W. Wagstaffe, Vice-Chairman of the School Journey Association, on the inspiration that brought about the organization of the association,

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Quoting from an article written by G. W. Wagstaffe, Vice-Chairman of the School Journey Association, on the inspiration that brought about the organization of the association,

> "Some forty years ago a secondary schoolmaster was taking a class in geography, and the subject of the lesson was'glaciers'. Both class and teacher confessed to a chance visitor to the lesson that none of them had ever seen a glacier. Into his mind flashed this thought: How excellent a thing if these people, master and boys, could see a glacier. As he was a man prompt to translate thought into action, he turned to the class and said, 'If you boys will save one shilling a week for a year you shall be taken to Switzerland and see a glacier.' And at the end of the year sixty boys went for a month to Switzerland in charge of their masters." [1]

If that was the beginning of the school journey, the value of adoption has been recognized for it is reported that in 1931 there were 1,100 such journeys from England alone and practically every country in Europe visited. Such countries as Algiers, Morocco, Italy, Greece, Germany, and Switzerland were visited by various groups.

There are many different kinds of journeys in which the students may take part. The tour which is most likely to give the greatest knowledge and appreciation of the geography of the land and peoples is of most importance to us.

The following is a brief description of a school journey which is enjoyed by many British students every year.

> "The Amt für Studentenwanderungen is a large name for a small group of a hundred or so Austrian students and young teachers who give up their summer vacations for the purpose of showing their country to British students. They are all carefully trained guides, and most of them are expert mountaineers. They work under the inspired leadership of a man whose passionate interest is the increase of international understanding. His method is, not

1 Pamphlet on "Methods of Giving Students an Interest in Foreign Countries and an Understanding of their Peoples"; G. W. Wagstaffe,B.Sc.,M.R.S.T.,Vice-Chm. of the School Journey Assoc.(Eng.)

"Some forty years ago a secondary schoolmaster was taking a class in geography, and the subject of the lesson was 'glaciers'. Both class and teacher confessed to a dreadful visitor to the lesson that none of them had ever seen a glacier. Into his mind flashed this thought: How excellent a thing if these people, master and boys, could see a glacier. As he was a man prompt to translate thought into action, he turned to the class and said, 'If you boys will save one shilling a week for a year you shall be taken to Switzerland and see a glacier.' And at the end of the year sixty boys went for a month to Switzerland in charge of their masters." [1]

If that was the beginning of the school journey, the value of adoption has been recognized for it is reported that in 1921 there were 1,100 such journeys from England alone and practically every country in Europe visited. Such countries as Algiers, Morocco, Italy, Greece, Germany, and Switzerland were visited by various groups.

There are many different kinds of journeys in which the students may take part. The tour which is most likely to give the greatest knowledge and appreciation of the geography of the land and peoples is of most importance to us.

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> to preach or prate, but to give each year to some three or four hundred British students a unique opportunity of seeing Austrian life in the depths of the country and under conditions approximating the living conditions of the people themselves. The British students in groups of ten or a dozen, each with its Austrian student guides, make their way over the mountain routes, sleeping in mountain huts, learning the mountain life and the mountain lore. They traverse country that is impassable to the ordinary traveller without the assistance of highly-paid professional guides. They come back tanned, fit and fresh, having seen a new life, a new country and a new people, in a way that would not otherwise be possible for more than a fortunate few." [1]

Such a tour is sure to result in mutual knowledge and respect for the students who participate. One young American girl who participated in such a trip to Denmark last year with a group of students reported upon returning to the United States that she left the country with great reluctance. The common interests and experiences which she enjoyed with the Danish people brought respect for them that would continue throughout her life. Her regard for them was similar to her own group of friends at home. Such relationships are the foundation of international understanding.

There are other types of journeys which must command our attention. In the lower grades in particular, it is impossible for children to come in immediate contact with the actual happenings in foreign countries. A substitute is therefore necessary. Imaginary or make-believe trips can be used.

The imagination of children is capable of being easily moved or excited, which fact allows teachers to carry on such

1 Ralph M. Numm, Methods of Giving Students an Interest in Foreign Countries and an Understanding of their Peoples. (Pamphlet)

procedures. Although a child's imagination is not accurate in every detail, it is so vivid that children just live their dreams. This ability makes it possible to make many "journeys" in the course of a year.

For trips abroad the children might board a freighter on its way to carry products to other countries, or a submarine, or a palatial steamer, or even take an airplane. Such procedures will necessitate looking up routes of travel, guide books, books of travel (simple books of the "Burton Holmes Travel Stories" type) and consulting persons who have actually visited the places chosen. The following are a few examples of imaginary journeys which might be taken by the students: (1) "A Trip to the Alps District", one of the international playgrounds; (2) "At School in Japan"; (3) "Our Cousins in Sunny Italy"; (4) "For Rubber We Go to the Malay States".

Later on in the school age the gang spirit becomes very evident. To satisfy this get-together spirit "Travel Clubs" can be formed which will conduct both excursions of exploration or investigation of places of historic, cultural, and economic interest as well as imaginary journeys to places all over the world. It is not necessary to arouse an interest in such a club among young people. They are undoubtedly interested in such activities already. The only need is to satisfy such interest. The following may be suggestive titles :

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1 Seeing Things in Patagonia
2 A Trip with the Youth of Germany
3 Mount Monadnock
4 The Lure of Mountain Climbing
5 On the Cape-to-Cairo Railroad Route

Such geography is sure to bring the students into intimate and imaginary contact with the various phases of human interest and endeavor. Crops, commerce, weather, landscapes, customs; in fact, all kinds of natural resources and human endeavor are brought into their consciousness. Thus concepts of geography are formed which are of vital significance in bringing about an attainment of the goals of human geography as laid down by modern geographers. The more often students obtain facilities for such activities, the sooner they will be led to see that geography aids in making every boy and girl "a citizen of the world" with power to promote international understanding and good-will.

PROJECT

The project idea is a point of view rather than a method. Every unit of work in geography should be a piece of (1)"purposeful activity carried to a successful conclusion". A unit of work in geography must contain the various elements which have a definite relationship to each other. It may involve the study of a commodity, an occupation, a region, or a problem which deals with occupations, commodities, countries, or regions. There must be a common purpose in mind which will result in a knowledge of the relationships between life and

1 William H. Kilpatrick, Teachers College Bulletin, Oct. 12, 1918, Teachers' College, Columbia University, New York

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physical environment. In a unit of work in geography, specimens, pictures, maps, graphs, written and verbal matter are essential as means of acquiring ideas and expressing these ideas.

The selection of a worthy unit that will function in the student's personal life and will develop such thoughts and habits as will be of value to the student in future life is the first matter to be determined. A teacher may want to teach a particular country. In the first place she must introduce various ideas to start the pupils thinking along certain lines. This may be accomplished by bringing different materials into the classroom. Pictures and references of the life in the country may be posted on the class bulletin board. Clippings from newspapers may appear in the classroom. This will arouse the interest and desires of students, and in the end a unit of work is determined upon by the pupils and teacher. This dispels the unpleasantness of developing and formulating a piece of work for it gives the students of expressing their own initiative and planning.

In the beginning it is advisable to have some class work. Then the teacher may break up the class into groups wherein each group is responsible for a specific contribution to the larger unit. The teacher may use any of the various methods of presentation. The topical, type study and problem are useful in contributing to the educative process, but lately the problem method has been occupying the most attention.

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THE TOPIC

The topical method consists of an outline of the various things which the children wish to find out. Then each group of children will take the responsibility of finding the material that will answer a particular topic.

TYPE STUDY

The type study method consists of a study of typical situations in different regions. Each group would have a particular region to study, learning the facts and forming their conclusions. The information gained and opinions formed would be carried over into similar activities in other regions.

The problem method requires thoughtful and extensive reading as it invites the analysis of many related topics. Each group likewise will have its own definite requirements to fulfil.

No matter which method the teacher uses the procedures for complete development should follow a clear, well-defined plan. The students have been inspired to determine what task they are to perform. It is now their duty to set to work and accomplish the task no matter if it be by means of studying specimens, pictures, seeking information in textbooks, reference books, newspapers, or periodicals, acquiring information at home or taking a trip.

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in such a fashion that it can be really used. To acquire material and then forget to use it is worthless. To become worthwhile it must be presented to the other members of the group so that the class may in turn receive the information.

No matter which way is devised to present the material to the class it must be presented with the idea of giving to the class in the best possible way something which will be worthwhile to them. Every member should have the opportunity of raising questions, making contributions, and participating in any discussions. Every pupil should take an active part in the proceedings.

The procedures briefly described are very adaptable to the study of a country. Every student who experiences such work is sure to acquire a thorough and vital knowledge of the life and the ways of the country. It is another method of education available that will aid in developing good understanding and mutual respect among nations.

DRAMATIZATION

There are certain phases of work and customs of people that will become more vivid to the children through dramatization. The life and customs of a foreign people are the primary subjects of study in present-day geography. The use of a play or pageant will bring out the essential elements of such a study. It is also another way of bringing to the children through an indirect method a participation in the life of foreign people along with

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an acquisition of knowledge that will aid in obtaining the point of view desired.

The writer recently observed a seventh grade present a play, "Uncle Sam's Grocery Store", which was written by the students in connection with their study of the Latin-American countries. The different characters represented different countries who were customers or salesmen interested in buying or selling goods from or to Uncle Sam. Throughout the play many problems and conditions existing in each country were disclosed in a friendly conversational manner. Listeners as well as the participants could not help but acquire a greater knowledge of the many complex problems existing in our relationships with each nation as well as a warmer and more generous feeling toward our neighbors.

"Uncle Sam's Thanksgiving Party", "Christmas in Other Lands", "The World Gives and the United States Receives", "The United States as World Helper", "The Workers of the Tropics", are suggestive titles for additional work.

COLLECTIONS

The collecting instinct is strong in children in the grades. It has also a definite carry-over into adult life. They say that "Every man has his hobby." which is often expressed in the form of a collection. Hence many contributions to the effective teaching of geography can be made by directing students in such collections as stamps, minerals, post-cards, newspaper and

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magazine clippings, pictures, or even canes. Time and thought are required in such work which make it necessary to consult many avenues of information which incidentally extend the knowledge necessary for a truer conception of the world.

Many people have enjoyed the experience of listening to a person relate their many personal observations made while making a collection. The president of a well-known university has made a collection of canes, and in connection with each cane there is a definite story. An evening spent with this president and his canes will take you into many countries, learning about the life, habits, customs, problems, industries, and climate of the various countries from which the canes came. In fact, when a country cannot be visited, a collection will aid in giving a knowledge of the thoughts and daily lives of the people of foreign lands that ultimately will result in better understanding.

SPECIAL ACTIVITIES

In the more advanced work of geography, especially in the field of commercial geography, many interesting activities can be promoted with the object of developing a realization of the interdependence of countries and a tendency to think internationally rather than nationally. These activities cannot be classed in any of the methods previously described, but take on some aspects of the various methods.

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A few illustrations will best express this type of activity.

1. Turmoil in China prevented her from buying cotton cloth from England, therefore, the English could not buy cotton from the southern states of the United States. This prevented the people of the cotton belt from buying silk materials from France. The French silk workers were put out of work and could not buy as much wheat, beef, and lard as usual from Argentina. This caused poor conditions in Argentina,and they could not purchase machinery from the United States. This aided in bringing low prices and harder times in the United States steel industrial region which in turn affected conditions throughout the whole country.

2. This second activity is a well-worn illustration often called "plotting" or "charting" the day's activities.

You arise in the morning to the tune of your Ashland, Massachusetts electric alarm clock and proceed to make your toilet with materials from all parts of the world. The East Indies contribute their vegetable oils to your bath soap. You brush your teeth with a toothbrush from Japan and comb you hair with a comb the rubber of which came from Sumatra. Before you get your clothes on many parts of the world have served you.

Proceeding to dress, you put on your suit of Australian wool, colored with German dyes. Silkworms in Japan and China have contributed to your hosiery, shirt and tie; the leather of your shoes comes from Argentina and is manufactured in Lynn, Massachusetts.

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2. This social activity is a well-worn illustration often called "plaiting" or "knitting" the day's activities.

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Proceeding to dress, you put on your suit of Australian wool, colored with German dyes. Silkworms in Japan and China have contributed to your hosiery, shirt and tie; the leather of your shoes came from Argentina and is manufactured in Lynn, Massachusetts.

You sit down to breakfast at a Grand Rapids table spread with Irish linen with plates of Bavarian china and cutlery from Newburyport, Massachusetts. You coffee comes from Brazil, sweetened with sugar from Cuba. You may start the meal with a banana from Colombia, Hawaiian pineapple, or Florida oranges. You will read your morning newspaper with news gathered from the four corners of the earth and printed on paper made from Canadian wood pulp.

Leaving your house you ride in your "Pride of Detroit" with Mexican gasoline, on tires of East Indian rubber over asphalt from Trinidad. You go about your daily duties using materials from all lands. The telephone uses imported mica from India; silk from Japan; platinum from Russia; cotton from Egypt; flax from Ireland; and coal from Pennsylvania.

As you go about your day's work you smoke a Boston cigar, greet an Irish policeman, have a negro boy shine your shoes, and pay a Scotchman a bill. [1]

About the only home-grown product you will come in contact with are the flies and fleas.

3. The class might evolve a map showing the place of origin of everything they can find out as entering in any way into the composition of a leading local export commodity, preferably the stuff on which their livelihood depends, for example:

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1 Augustus O. Thomas, op. cit., p. 253
and Our Imports and Who Use Them; National Foreign Trade Council Bulletin, December 1923, pp. 3-4

You sit down to breakfast at a grand Anglia table spread with Irish linen with plates of Staffordshire china and cutlery from Newburyport, Massachusetts. You coffee comes from Brazil, sweetened with sugar from Cuba. You may start the meal with a banana from Colombia, Hawaiian pineapple, or Florida oranges. You will read your morning newspaper with news gathered from the four corners of the earth and printed on paper made from Canadian wood pulp.

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A Pair of Shoes

Machinery - of what made; where; iron, wood, paint.
Materials - leather, tanning, tin, thread.
Food of the workers
Oil for the machine
Power
Tools that repair the machinery
Materials used in constructing the factory
Railroad that hauled it:coal, cars, engines, rails, ties.

If this is worked out in every detail, the result will be a stupendous list of dependencies and interdependencies which are all essential to the completion of the products in salable form.

THE TEACHER

No subject of the curriculum has a wider field of interest and hence requires a broader knowledge than does geography, yet too frequently the teacher who is presenting geography has had very little specific training in the subject. How then can we expect to give students an interest in foreign countries and an understanding of their peoples if the teachers are bound to cramped limitations? The teacher must be trained in both so-called academic training and first-hand experience with life contacts. The training, therefore, involves a long period of constant accumulation of ideas and actual experiences. This

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is not enough. In addition the teacher must be one with high ideals and aspirations and have faith in humanity. The teacher must free herself from the restraints and distortions of selfish life and acquire an attitude of service.

In addition, geography is not static. It is ever changing, which necessitates an efficient teacher of geography keeping abreast of the times. This means that the progressive teacher, who after all is the only one who can do justice to the subject, needs to be constantly on the look-out for new sources of material.

The extent to which a teacher has acquired geographical knowledge, the methods of teaching geography, and the ability to live happily and usefully in her own environment will determine largely the understanding and interest students will possess of foreign peoples.

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CONCLUSION

The greatest barrier existing in the world that prevents the establishment of peace, good-will, and friendly relationships is ignorance. If we do not know how people live in other countries, the food they eat, the clothes they wear, their thoughts, and particularly the motives that prompt them to think and act as they do, it is very easy for us to become suspicious and to cultivate misunderstandings. These suspicions and misunderstandings among nations will eventually cause fear and hatred. Many so-called economic difficulties, political disturbances, and social animosities which exist in the world are created largely through ignorance. Misunderstandings, hatred, and war, therefore, become an intellectual problem.

There is a story told about Charles Lamb which well illustrates this point. Lamb and a friend were walking along a London street when Lamb suddenly stopped and pointing to a man across the street,

"I do not like that fellow," said Lamb

"Indeed?" replied his friend, "I did not know that you were acquainted with him."

"I am not acquainted with him," Lamb responded, "That is why I do not like him."

So many people are just like Lamb. The people they do not know they dislike, while those they come in actual contact with win a certain degree of respect and friendliness. Perhaps this

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thought was in the mind of the Chinese sage when he wrote the saying, "Shao chien to kuai," which is translated, "Less seen, more queer." The more we become acquainted with others, the more convinced we shall be that in the meaningful things of life we have many similarities. Conditions existing in the world tend to show that a knowledge of these similarities is not as apparent to the mass of people as is necessary for an appreciation , and understanding to bring peaceful relations in this world.

Peace on earth and friendly relationships between nations may be the ideal state of existence which the world is striving to attain. At the present time this is far from being an actuality. Peace treaties, economic conferences, pacts and alliances between nations have not destroyed or adjusted the conditions that cause military, political, or economic warfare. The lust for power, the bitter rivalry in business, the domination of strong nations over weaker nations, the suppression of the press, the antagonism and animosities shown different races of people, the concealing of facts from the public to hide governmental acts, and international rivalry still prevail in this modern civilized order. As long as self-aggrandizement, prejudices, and animosities exist among masses of people, tremendously destructive policies are going to be promoted that will influence the peace of the world.

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Peace on earth and friendly relationships between nations may be the ideal state of existence which the world is striving to attain. At the present time this is far from being an actuality. Peace treaties, economic conferences, pacts and alliances between nations have not destroyed or adjusted the conditions that cause military, political, or economic wars. The lust for power, the bitter rivalry in business, the domination of strong nations over weaker nations, the suppression of the press, the antagonism and antipathies shown different races of people, the concealing of facts from the public to hide governmental acts, and international rivalry still prevail in this modern civilized order. As long as self-aggrandizement, prejudices, and animosities exist among masses of people, tremendously destructive policies are going to be promoted that will influence the peace of the world.

Such conditions cannot go on forever. The "citizens of the

world" must view these disturbing elements and find a solution to the problem. If ignorance is the underlying cause, the only apparent method of solution is the development of an intelligent and peace-minded public. This places the responsibility on the schools, for the traits, thoughts, and ideals that will be manifested in the future are being formed in the youth of today. To guide the youth in their thinking, and to develop right attitudes is the right and privilege of the schools. Therefore, it is the duty of the schools to use all influences available in breaking down those conditions which cause misunderstandings, hatreds, and prejudices and lend their energies to creating the attitudes and ideals that will eventually bring international friendship, good-will, and justice. Payson Smith, Commissioner of Education for Massachusetts, has said:

> "Education in all lands should lead the youth to recognize those interests which are common to humankind, to magnify the virtues which all men hold in common, to minimize those differences and distinctions which divide, and to interpret the history of race and nation in those terms that are helpful to world progress as well as to national self-respect."[1]

Unnumbered possibilities exist in every school subject for the teaching of peace education. Every subject can be taught with such a viewpoint in mind. A large part of the responsibility falls on geography, for in geography there is an exceptional opportunity for stressing the fact that the people of the whole world are of one large family.

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Geography is being thought of today as the relationships existing between man and his environment. This study of the mutual relationships existing between man and life where man is continually adapting himself to the environment in which he finds himself, or adjusting his environment to meet the changing conditions of civilization has transformed geography into a science. It is the science which will best emphasize the activities of the world and its inhabitants.

It is the duty, therefore, of every teacher to present geography in such a manner that the youth will recognize the forces which determine man's existence. The measure to which he succeeds in accomplishing this recognition, the greater will be the chances of a satisfactory development of international life in the future.

A study of the relationships derived from our geographic environment and the adjustment and accommodation of man to these relationships is sure to reveal the many essential similarities of life. From birth until death we are alike. We are born in the same way, we live in the same world, we must adjust ourselves to the same laws of nature, we have the same vices and virtues, we have the same trials and hardships. During life we have the same sicknesses and in the end die from similar causes, and are buried in the same earth.

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Again, such a study stresses the interdependence of nations. The processes of accommodation, that is, the methods of transportation and communication and commercial activities are tending toward one great federation of humanity.

If the right objectives and attitudes are sought and specific methods are employed to bring about these objectives and attitudes, geography can take an active part in providing the technique necessary for a new deal in human history. We all live on this same planet, and therefore, each of us is responsible for the happiness of this world. The main aim of geography should be, then, to give a coherent view of the forces and factors involved in living together so that wise changes can be made in our ever-changing civilization. J. Russell Smith in a statement on the contributions of geography toward this type of citizenship says:

> "Geography establishes respect by showing that the foreigner can do many things that we cannot do, and can do many things well, which we do but poorly. The Eskimo boat, the American Indian's stone arrow, the Australian's boomerang, the Chinese porcelain, are examples of these skills which we do not possess. Each nation has its contribution and its own particular value."
>
> "Geography establishes sympathy by showing that the foreigner is engaged in the same tasks that we are. His problems are our problems; and ours are his. Men are everywhere engaged in tilling the fields, in burrowing underground for metals, in sailing vessels, in building homes, in working in factories, in working in offices. The world is thus knit together by ties of common interest. Nations are much more alike than different. The likenesses are fundamental, the differences are trivial. We all do the same things and do them for the same reasons, namely, to provide necessities and

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comforts for ourselves and those we love."

"Geography promotes understanding by showing that foreigners are different but not foolish. Geography shows that differences in clothes, customs, and modes of thought are the natural results of the position and problems of the foreign peoples." [1]

It must be noted that these are all generalizations. Understanding, sympathy, respect, and appreciation are intangible qualities which can only be expressed by outward tokens. No concrete evidence can be established to prove their existence. Someone has said that "All generalizations are wrong including this one." Who knows maybe the one included in this thesis is wrong. Statistics have proven that the belief of the majority on some fundamental idea is apt to be wrong.

It may be of interest to note what attitudes students may have in American schools today. It can only be assumed that geography had a definite part in the forming of these attitudes. Neuman in discussing the results he found in his study of the attitudes of 1,100 high school students states:

"The items receiving the strongest expressions of approval we notice the item C6, which states that we should give the Filipinos their independence when they prove to our government that they are able to govern themselves, is the utmost extreme. According to the classification of the complexes, this item was considered expressive of both a tendency against imperialism and a tendency to recognize the rights of others. The next item, D9, with a score nearly as high recognizes the worth of others according to the adopted classification, stating that other people's ways are often quite as good as ours and appear queer and ridiculous simply because of our

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1 J. Russell Smith; Geography and the Higher Citizenship; Baltimore Bulletin of Education, Special Geography number, April 1925, pp. 6-10

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> The items receiving the strongest expressions of approval we notice the item 56, which states that we should give the Filipinos their independence when they prove to our government that they are able to govern themselves, is the utmost extreme. According to the classification of the complexes, this item was considered expressive of both a tendency against imperialism and a tendency to recognize the rights of others. The next item, 58, with a score nearly as high recognizes the worth of others according to the adopted classification, stating that other people's ways are often quite as good as ours and support queer and religious simply because of our

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1 J. Russell Smith; Geography and the Higher Citizenship; Baltimore Bulletin of Education, Special Geography number, April 1928, pp. 5-10

> unfamiliarity with them. The item occupying the third place, B3, declares that co-operation is the best policy in international relations.....Turning next to the items at the other end of the table it is instructive to note that most of all they shrink from international hate, at least as expressed toward Great Britain on the basis of oppression by that nation of our ancestors. (D23) The next item, C7, expresses their strong tendency away from imperialism and toward the recognition of the rights of others.....Another item to receive strong objection is D38, which states that we should never read or study anything bad about our country, lest such information cause us to love it less. This is consistent with their other statements and indicates that they wish the truth whatever it may be." [1]

Neuman proves that the attitudes necessary for the development of the aims as set forth in this paper are capable of being realized through proper teaching. Therefore, with the knowledge that appreciation, mutual respect, and understanding are requisites for the maintenance of intercourse and co-operation among people, we will not believe that mankind is so lacking in initiative that he will not endeavor to utilize every opportunity available to bring about such results. And we are certain that unless the schools make a consistent stand on such issues, they will be condemned in the future. Mankind will do his part and the schools will function with such an aim in view. Geography will be used by the schools, and through its teaching an influence will eventually permeate and move the life of the world in the ways of universal peace.

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[1] George Bradford Neuman, A Study of International Attitudes of High School Students, pp. 75-6

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[1] George Bradford Newman, A Study of International Attitudes of High School Students, pp. 72-3

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